

CATHOLIC
EDUCATIONAL EXHIBIT.



World's Columbian Exposition

CHICAGO, 1893.

CIRCULAR OF INFORMATION AND DIRECTIONS

MAY 1, 1893.

HEADQUARTERS:

DE LA SALLE INSTITUTE, THIRTY-FIFTH ST. AND WABASH AVE.
CHICAGO.

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DE LA SALLE INSTITUTE, THIRTY-FIFTH ST. AND WABASH AVE.,
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NATIONAL CATHOLIC
EDUCATIONAL EXHIBIT
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CHICAGO, - - 1893.

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Ex-officio, President.*

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Catholic Educational Exhibit
—AT THE—
WORLD'S COLUMBIAN EXPOSITION,
CHICAGO, 1893.

The Most Reverend Archbishops of the United States, assembled in Boston, July, 1890, decided to initiate the movement for a National Catholic Educational Exhibit at the World's Columbian Exposition to be held in Chicago, 1893, and they appointed a committee of their own number to call together representatives from the reverend clergy, the principal religious teaching orders and others concerned with Catholic Education, to confer on this subject.

This committee, consisting of Cardinal Gibbons, Archbishop Feehan, Archbishop Ireland, Archbishop Riordan, and Bishop Spalding, issued a circular inviting Superiors of Teaching Orders and of Catholic institutions of learning and others interested in Catholic education, to meet in Chicago on the 8th of October, 1890, to take counsel together about a "National Catholic Educational Exhibit" at the World's Fair. The conference was held on the appointed day and was presided over by the Right Rev. John L. Spalding, Bishop of Peoria. It numbered twenty-one representatives of Catholic education, including delegates from the Jesuit Fathers, the Benedictines, the Secular Clergy, the Christian Brothers, the Fathers of the Holy Cross, the Fathers of the Holy Ghost, some secular schools, colleges and seminaries.

Other communities sent assurances of co-operation. The subject of a Catholic educational exhibit at the Columbian Exposition was fully discussed. Its many advantages were pointed out. It was the unanimous sentiment of the meeting that those engaged in the work of Catholic education should make the best possible use of this most favorable occasion to show the world what the Catholics in the United States are doing for education. It can not be doubted that much of the prejudice we have to encounter springs from ignorance of what we are and what we are doing. Such an exhibit as the Catholic schools can make will surely serve to enlighten the public and to allay prejudice.

The conference agreed that the work of preparation should begin as soon as possible, and to this end a board of directors was named, and a committee, consisting of Rev. E. A. Higgins, S. J., President, St. Ignatius College, Chicago; Professor Maurice F. Egan, LL.D., Notre Dame University, Notre Dame, Ind., and William J. Onahan, LL.D., Chicago, was appointed to draw up a circular of instructions for the guidance of educators in preparing for the Exhibit. This pamphlet was issued in December, 1890, and mailed to Catholic schools, academies, colleges, etc. Meetings of the board of directors were subsequently held in Chicago, Ill., in the rooms of the Columbus Club on July 1, 1891, and in St. Louis, Mo., at the Lindell Hotel on November 30th, 1891, and at the latter meeting it was resolved that a report of the board of Directors be submitted to the Most Reverend Archbishops, representing that the board had concluded its labors, which were merely preliminary, and suggesting the appointment of competent Executive Officers, and the providing of funds for the proper installation and all other matters connected with the Catholic Educational Exhibit in 1893.

His Eminence the Cardinal and the Most Reverend
Archbishops accepted and approved the Report and re-
quested

RIGHT REV. J. L. SPALDING, D. D.

Bishop of Peoria,

to assume the responsibility of President, and

BROTHER MAURELIAN,

President Christian Brothers' College,

Memphis, Tenn.,

to act as Secretary and Manager of the National Catho-
lic Educational Exhibit, World's Columbian Exposition,
1893.

CIRCULAR OF INFORMATION.

National Catholic Educational Exhibit.

WORLD'S FAIR, CHICAGO, 1893.

1. The invitation of the Most Reverend Archbishops to take part in the National Catholic Educational Exhibit is extended to all Dioceses, religions teaching orders of Men and Women and to all Male and Female Catholic Educational Institutions of every grade in the United States.

2. The grouping will be as follows: 1st. Diocesan Exhibits in case the Ordinary desires it; 2nd. Collective Exhibits of Religious Teaching Orders; 3rd. Individual Exhibits which do not fall under either of the foregoing classes; 4th. Special Exhibits in any manner related to Education.

The suggestion is offered of an exhibit from Theological Seminaries in which could be seen views of buildings, history of their foundation, the curricula or courses of study, number of years required in course, lists of series of lectures given, copy of daily regulation or routine of life, as also catalogues of text-books used in each seminary, and of valuable theological and scientific works in their libraries. Lists of Bishops and Priests who prepared for Holy Orders in each seminary. This exhibit would prove very interesting and furnish valuable data to many having charge of seminaries. It would also contribute a valuable fund of information towards the history of the Catholic Church in the United States.

3. In the different groups, the exhibits will be classed in their respective grades as Universities, Theological Seminaries, Normal Schools, Colleges, Art Schools, Schools of Science and Technology, High Schools, Academies, Commercial Schools, Primary or Kindergarten schools, Industrial or Manual Training schools, Orphanages, Reformatories, Schools for Indians, Negroes, Deaf and Dumb, Blind and Feeble-Minded.

4. Many of our highest Institutions of Learning include within their scheme Primary, Preparatory, Intermediate and Commercial schools, and the exhibits of such Institutions should be so arranged and classified that it may not detract from the high standard required in the Collegiate, Scientific, Law and other departments.

5. In Diocesan exhibits the name of the Diocese will be prominently displayed and in the exhibits of the teaching orders and in those of individual institutions the name of the Diocese is to be added to that of the Institution on all signs and notices.

6. All exhibits should reach Chicago about April 1 or 10th, 1893.

7. Dioceses and Religious Teaching Orders having very large exhibits should have a superintendent for the installation and care of their exhibits in Chicago, from the beginning or middle of April, 1893, until the close of the Exposition, October 31, 1893. In cases where this is impracticable the Secretary and Manager will secure reliable and efficient persons for these duties.

8. The question of having the class work of all the schools of uniform size is open to the objection that it would render the exhibit exceedingly monotonous and uninteresting.

The size of the paper for copy-books or albums should be neither too large nor too small; 8 by 10 inches, or 9

by 13 inches, are reasonable sizes, enabling pupils to do a fair amount of work on each page.

Only such matter should be forwarded as is carefully and neatly executed, and all errors should be properly corrected in red ink. The best of black ink (fluid, not copying ink) should be used for all work. A margin of about one inch for binding and trimming the edges is necessary.

Except in cases where it may be desirable to display very meritorious specimens of Drawing, and the like, singly, it will enhance all class and art work to have the specimens bound together in volumes or albums.

The Name and Age of the Pupil, Name of the School, Diocese, City, and State, and Date of the work should appear on every specimen, copy-book, album, or volume.

An index in ALPHABETICAL order should be incorporated with each album, so as promptly to satisfy the enquiries of pastors, parents, and friends who may visit the WORLD'S FAIR.

Each school should send a list of all matter to be exhibited, and this, as far as possible, in alphabetical order. It will save valuable time and labor in arranging the exhibit and in making out the General Catalogue. Printed Catalogues of exhibits should be of the usual size, six by nine inches—outside measurement.

9. The special expense incurred for any exhibit, whether collective or individual, will be borne by the exhibitors collectively or singly, according to the manner of the exhibit. The general expenses will be met by a fund to be raised in accordance with the directions of the Most Reverend Archbishops at their meeting in St. Louis on December 2nd, 1891.

10. The question of insuring the exhibits against fire will be duly considered; it is here suggested that very valuable specimens of lace, embroidery or articles of

virtu, etc., should be under lock and key in glass show cases, to guard against loss by theft, which may occur in spite of the vigilance of watchmen and detectives employed day and night by the Exposition authorities.

11. On or about Feb. 1, 1893, a special Circular of directions for shipping exhibits will be mailed to all Institutions that shall have filed their application for space by returning Blank Form "B" properly filled, and which is now being mailed to all Catholic Institutions in the United States.

12. The rules of the World's Fair authorities require that decorations, signs, dimensions of cabinets, etc., conform to the general plan of the exhibits.

13. There need be no apprehension that the Educational Jury of Awards will declare one collective exhibit or one school's exhibit superior to another. Whatever awards may be decreed, will be on the merits of the exhibit, quantity and quality being duly considered, and without comparison with any other exhibit.

14. An application for the whole amount of space needed will be filed by the manager, and this will be subdivided among the different dioceses and collective exhibits.

15. One of the main objects of educational exhibits is to show methods or systems of teaching and their results. Educators should therefore aim to make their systems of instruction appear to the utmost advantage in whatever may be exhibited.

SUGGESTIONS AND DIRECTIONS.

The following will indicate the branches and the matter which may be prepared, all according to the grade of each school, or institution of learning.

As the space will be limited for so very large an exhibit, no institution should overdo the matter by

sending too large a mass of material. A reasonable amount of select and well prepared matter showing the very best work the school can do, is all that should be attempted, bearing in mind that QUALITY rather than QUANTITY will produce the happier results.

PHOTOGRAPHS, ENGRAVINGS, ETC.

Paintings, engravings, wood cuts or photographs of school buildings, chapels, churches, halls, etc., connected with the school are desirable features. Among the photographic views suggested are also those of teachers and their pupils, sodalities with banners and regalia or badges, music classes, brass bands, orchestras, athletic clubs in uniform, gymnastic or calisthenic apparatus, amateur military companies in uniform, sewing and embroidery classes, cooking schools, work shops in training schools, play grounds, class rooms, library, art, lecture and science halls, museums, laboratories, etc. The photographs or pictures of the buildings at various stages in the life of the institution can be made to tell the history of the progress and improvement of the school, academy, convent, college or university. All these pictures should be properly labeled and numbered, and to make them most serviceable, they should either be bound together or arranged in albums. The Government Circular recommends that "the photographs should not be larger than $6\frac{1}{2} \times 8\frac{1}{2}$ inches," and in this connection suggests that "portraits of presidents of colleges and of faculties and distinguished founders, benefactors and friends, as well past as present, would be highly desirable."

In instances of very meritorious work, the photograph of the pupil could be inserted opposite his work in copy book or attached to work of any description, adding the name and age of the pupil.

CHRISTIAN DOCTRINE, SACRED HISTORY AND CHURCH
HISTORY.

From the less advanced classes, written examinations of Catechism and Sacred History. Development of the answers of the Baltimore Catechism.

In the advanced classes, examinations and exercises from Deharbe's Catechism, Jouin's "Evidences," Gaume's "Catechism of Perseverance," Cardinal Gibbons' "Our Christian Heritage," Balmes' "Civilization of Europe," etc.; Development of Gospels for Sundays and Festivals. The substance of Chapters of the "Christian's Duty" from memory. Notes of the students taken during Catechism or Sermons. Essays on monthly instructions received, or on subjects such as Tradition, Scripture, Ember Days, Rogation Days, Sacraments and the like; or on the Catholic aspects of Thanksgiving Day, Decoration Day, and similar national holidays. The difference between matters of Faith and matters of mere Discipline. Essays on the different epochs of Church History. Written exercises on Christian Ethics. Records of oral and written examinations and recitations of Catechism, Sacred History, Church History, History of the Diocese, etc.

ENGLISH LANGUAGE.

Preparatory Exercises in Spelling. Dictation of sentences rather than words. In primary classes these sentences should be very simple. In more advanced classes, they should consist of beautiful extracts from Newman, Ruskin, Faber, Wiseman, and other classic authors. Language Lessons, Grammar, Parsing, Construction of Sentences, Analysis, Rhetoric, Punctuation, Study of Words by use of Stenography, Academic and Collegiate exercises in English Literature, Philosophy of Literature, History of Literature. Paraphrasing of

poems from memory, History of Poetry. Essays on Columbus, Ferdinand and Isabella, and other subjects bearing on the events commemorated.

Original poems, letters, compositions, essays, biographies, debates. Essays on local industries and manufactures, with pictorial illustrations and specimens of different stages of progress. A composition on an animal, vegetable, fruit, article of furniture, or the like, should have a drawing of the subject. This should be especially encouraged among the younger pupils. That the copy books be not spoiled, such drawings should be on a separate sheet of unruled paper.

Notes of students on Lectures in Literature: On Shakespeare's "Richard III," "Hamlet," "Macbeth;" Pope's "Essay on Man" and "Essay on Criticism;" Milton's "Paradise Lost," "Il Penseroso," "L'Allegro;" Gray's "Elegy;" Irving's "Sketch Book;" Tennyson's "In Memoriam;" Cardinal Newman's "Dream of Gerontius;" etc.

Theses for Degree of A.B., A.M., B.S., M.S., C.E., etc.

Papers and Periodicals published by Institutions.

Schedules of Readings in Standard Authors by the English Literature Class during the Session.

ANCIENT LANGUAGES.

Translation of any extract or essay from English into Latin or Greek.

Essays in Latin or Greek.

Exercises in Scansion, and in Latin and Greek Prose composition.

Examination papers on various Latin and Greek authors, with corrections in red ink. Copy-books containing the daily exercises neatly corrected.

MODERN LANGUAGES.

Translations of extracts or essays in German, French,

Spanish, Polish, Italian, etc. Exercises in Scansion in the different languages.

Translation of German, French, Spanish, Polish, Italian, etc., extracts into English.

Exercises in Orthography, Grammar, and Composition in French, Spanish, German, Italian, etc. Essays in the various Modern Languages. Copy-books containing the daily exercises neatly corrected.

MATHEMATICS.

Written and illustrated exercises in Arithmetic, Algebra, Plane and Spherical Geometry, Constructive Geometry, Mensuration, Algebraic Geometry, Plane and Spherical Trigonometry, Surveying and Navigation (field work, plats, and solutions with illustrations of figures landscapes, etc.), Analytical Geometry and Conic Sections, Differential and Integral Calculus.

Exercises in Mathematics can be presented in very attractive style by having the full statement of the problem or proposition neatly written, and sketches or drawings of geometrical figures, landscapes, buildings, etc., explanatory of the problem, followed by the solution.

Well-made figures or numbers, and carefully drawn lines in the solution of problems, are greatly admired.

PENMANSHIP.

If there is any one thing more than another that commands the admiration of the vast majority of visitors, it is good penmanship.

Series of copy-books from classes bound in volumes. Specimen pages of writing from every pupil in the school during the session for each year, bound together in volumes or albums.

Specimens of ornamental penwork; to wit: borders, birds, flowers, animals, and the like.

Text-hand, Gothic, French-Round-Hand, etc. Specimens of German Writing and in any other language.

Pupils who are too young should not write their name on their copy-books or specimen page; this may be done for them by more advanced pupils.

In the ordinary specimens of writing there should be no flourishing.

DRAWING.

Elementary exercises in Linear or Mechanical and Architectural Drawing. Preparatory geometrical problems and solutions from Course in Drawing; problems in projection and penetration of bodies, and shades and shadows.

Architectural Drawing (Regular Orders and Modern Styles), Designs of vases, furniture, fences, ground-plans, sections, and elevations of buildings (plain or in water colors). Plans of churches, schools, houses, grounds, etc., made from actual measurement.

Designs of culverts, bridges, viaducts, etc.

Engineering drawings, railroads and canals. India ink and water color drawings; perspective drawings.

FREE-HAND. Elementary exercises of free-hand drawings in charcoal, crayon, or pencil. Crayon sketches, shades and shadows, vases, rosettes, flowerets, interlacings; Arabian, Greek, Egyptian, Turkish, and Moorish designs; Crayon studies of the human figure; charcoal and crayon landscapes; time studies; studies from life; academic studies; animal studies; pastel crayon drawings and decorative designs.

Inventive drawings of designs for curtains or carpets, oil-paintings, painting on porcelain.

Original designs of objects, and these afterwards executed in wood, clay, card-board, etc.

MUSIC.

Photographs of Band, Orchestra, Violin, Flute, Piano, Mandolin, and Guitar Classes, Music Hall, etc.

Examination papers on theory of Music. Lists and records of music classes with repertoire of each student and record of each performer.

List or repertoire of the brass band or orchestra of the School. Songs and Hymns.

Musical Compositions of any kind for Vocal or Instrumental execution by Professors, Sisters or Pupils.

GEOGRAPHY.

Examination papers in Geography. Exercises of written Geography, illustrated by map. Exercises in Physical, Political, and Astronomical Geography. In written Geography, there should be sketched in outline a map of the County or State; then should follow the descriptions of topics; for instance, situation, surface, productions both mineral and agricultural, manufactures, history, special descriptions of certain localities with which students may be familiar. There may also be drawings to illustrate Mathematical Geography.

MAPS.—Time limited, time unlimited, from memory. Topographical maps, maps of cities, counties or states.

Relief maps in putty, clay, or similar material. Historical maps with description; maps of the Holy Land; maps of rock formation of State or County, with illustrations and descriptions. Maps of (Historical) expeditions to distant parts, and illustrations of scenes, incidents, persons, etc.

Resources and productions of States. Written statement of City, County, or State industries, money-value of such industries, and number of persons engaged. Ancient Geography and maps. Hypsometrical casts of cities, counties, etc.

MUSEUM FOR OBJECT LESSONS.

One of the most efficient means of imparting knowledge and of stimulating research among pupils is the

gradual building up of museums for object lessons. These museums may include: Mineral ores and native metals; land and fresh water mollusks; insects prepared and mounted by pupils; marine algæ mounted; mounted zoological and botanical specimens.

Geometrical forms and solids of wood made by the pupils and polished. Apparatus made by pupils. Solids modeled in clay, card-board, paper, wood, stone, etc.

Specimens of polished wood, showing natural grain and color, and indicating economic value of wood.

Specimens of marble, rice, tobacco, oats, wheat, beans, salt, etc.

History of manufacture of pins, pens, lead-pencils, carpets, felt, hides, silk, wood, cotton and cotton-seed industry, etc.

NOTE.—It must, however, be remembered that limited space forbids the sending of a large quantity of such material.

MANUAL TRAINING.

Manual Training is now recognized by educators as an essential element of education; we should encourage and develop it in our schools, from the A B C class upwards. Under this heading belong Drawing in all its grades; actual measurements of rooms, desks, and the like; practical work done with the saw, hammer and plane. Any definite piece of work, such as models of houses constructed in miniature, boxes, tables, ladders, geometrical figures, done by the pupils, should be carefully preserved, with the name and age of the pupils, when the pieces were begun, and when finished. Photography would also fall under this heading. Type-setting might be practiced with great profit by pupils. A feature desirable to see realized in advanced classes is a specimen number of a class-journal containing essays written by the pupils, and set up and printed by them. Such a

class-journal could also be occasionally gotten out in type-writing.

Materials used in printing and electrotyping and result of each process. Job printing (in colors and plain), shoes and process of manufacture, chair-caning, suits of clothes, stockings, gloves, woven silks or satins, specimens of wood-carving and engraving, carpentry, etc. Specimens of work in iron, bronze, tin, terra cotta, etc. In our industrial Schools, every trade taught should be represented by work neatly finished and properly labeled.

CHEMISTRY.

Written exercises and examination papers on the Chemistry of elementary bodies; on the general principles of chemical philosophy; Chemistry of the metals.

Examination papers on chemical nomenclature.

Exercises with illustrations of apparatus and experiments in Chemistry. Chemicals prepared by the pupils, each specimen labeled with pupil's name and date of experiment.

PHYSICS.

Written exercises and examination papers in Physics, with illustrations of apparatus and experiments. Different chapters on matter, motion and force, gravitation, mechanical powers, molecular forces, hydrostatics, hydraulics, pneumatics, acoustics, light, heat, electricity, magnetism, meteorology, optics, etc. Mechanical devices made by professors or students for the illustration of some scientific principle.

Pictorial illustrations of experiments in this branch, with a neatly written description of apparatus and experiments, are calculated to develop a taste in the pupils for neat and artistic work, and will find great favor with visitors.

HISTORY.

Written exercises and examinations in Church History, and in the Ancient and Modern History of various nations and peoples. Sacred History, United States History, Local History of City, County, State, or Diocese.

Historical charts of wars, centennial celebrations, re-unions, etc. Maps of battlefields with a description of the same.

Chapters of history with pictorial illustrations of the scenes described would receive much attention.

Written exercises in Mythology.

ASTRONOMY.

Written exercises in the elements of Astronomy. An illustration of instruments used by Astronomers, with description of same.

Problems, with illustrations of stars and planets. Computations and illustrations of lunar and solar eclipses. Astronomical drawings and illustrations, with written descriptions of same.

LOGIC AND METAPHYSICS.

Exercises in the elements of Logic. Essays on the various chapters of the doctrine of Concepts, Judgment, Immediate Inference, etc.

In colleges where Philosophy is taught in Latin, and Jouin, Vallet, Zigliari, or any other author, is used, the exercises or examination papers should be in Latin and should include all the elements or divisions of Logic,—Anthropology, Psychology, Metaphysics, Theodicy, and Ethics. The Professor's notes as kept by the students.

PHYSIOLOGY, HYGIENE, AND SANITATION.

Exercises or examination papers on the skeleton, muscles, skin, respiration and the voice, circulation, digestion of food, nervous system; Hygiene (Notes of students on Lectures), Sanitation, Use of disinfectants, etc.

Effects of excess of strong drink on the human system.

Effects of tobacco on the human system.

Methods of ventilation, purifying atmosphere, water, premises, etc.

Degree of heat to be maintained in living apartments, schools, hospitals, etc. Normal pulse and temperature of the body. Daily report of temperature in the classroom, kept by the students in rotation.

COOKING AND BAKING.

In some of our Convent Schools, young ladies are taught the art of Cooking and Baking, with a view of presenting viands that are very digestible and conducive to health. Examination papers, essays on the best methods of cooking and baking meats, vegetables, pastry etc., etc., in fact all that may be done in the culinary art will be looked for and greatly appreciated by those favored with a majestic appetite as well as by unhappy Dyspeptics.

MISCELLANEOUS ARTISTIC WORK FROM CONVENT SCHOOLS.

There is a variety of artistic work for which Convent Schools are proverbial and which can be made one of the most attractive features of the Exhibit. This may include plain and fancy needle work, crochet of all kinds, drawn work, tapestry, lace making, embroidery in linen, silk, chenille and crewel. Italian, German, Japanese, Arrasene and applique embroidery, banners, vestments, wax work and a great variety of fine work.

SUNDRY BRANCHES.

Written exercises and examination papers on Meteorology, Philology, Political Economy, Civil Government, Mineralogy, Geology, Zoology, Botany, Horticulture, Viticulture, Agriculture, Forestry, Conchology, Paleontology, and Ornithology.

COMMERCIAL CLASSES.

Exercises and examinations in Book-keeping, Commercial Law, Business Forms, Commercial Calculations, Epistolary Correspondence, Balance Sheets, etc.

PHONOGRAPHY.—Shorthand notes of sermons, lectures, and speeches, transcribed in longhand and typewriting.

Plain and ornamental typewriting; Work from the Hectograph, Papyrograph, Mimeograph, etc. Verbatim reports in shorthand of witnesses and charges to Grand Jury deciphered in longhand and typewriting.

Contest in phonography against time.

Record of fast shorthand writing, number of words per minute. Guard against exaggerated claims, which experts do not recognize.

NORMAL DEPARTMENT.

To this department properly belong all appliances and means used in teaching.

This exhibit is to include literary, scientific and art work of all active and ex-officio members of normal or training schools for teachers, also newly invented apparatus or appliances in teaching,—normal manuals, essays on methods of teaching any science, art, trade, language, etc.

Theological, Religious, Historical, Literary or Scientific books or essays of which the members of a religious order are the authors.

Complete sets of text books for teaching all the

Sciences and Arts; sets of Penmanship and Drawing copy books; Drawing Models in the flat, plaster casts, models in wood, zinc, paper, etc.; Treatises on Psychology, Pedagogy; Original Apparatus for instruction in Natural Philosophy and Chemistry; Anatomical models for instruction in Physiology; Herbaria (local and general).

Designs of school buildings (ground plans and elevations), with perfect light and ventilation and most approved methods of heating.

Programmes of Calisthenic exercises for the physical development of pupils; programmes of Amusements for students on play-ground.

Periodicals, papers, etc., published in connection with the School, Institution or Society.

COLLEGE AND SCHOOL PAPERS.

Blank Diplomas for Classical, Scientific, and Commercial Departments; Honorable Mention, Certificates of Merit, Programmes, Addresses to Graduates and Alumni Societies, Sodalties; Names of Graduates, Names of Bishops, Priests, Lawyers, Physicians, Statesmen, Scientists, and others who have distinguished themselves in the honorable walks of life, former pupils of Catholic Institutions.

History of the College, Academy, or School; Catalogues, Regulations, Time-Tables of classes, etc.

Rare Books, Old Books, Old Line Copper Engravings of historical value, magazines, etc.

Teachers' Registers of absence, lessons or recitations, contests, competitions, monthly records, etc.

Records of Contests in Elocution, and Programmes of the same. Programmes of Entertainments, Contests, Examinations, and the like, with newspaper reports upon them, could be neatly arranged in scrap-books.

16. The Secretary and Manager will cheerfully furnish information on anything connected with the Catholic Educational Exhibit.

17. As this circular will in all probability find its way into the hands of the most eminent Catholic educators among the Regular and Secular Clergy, Religious Male and Female Orders, as well as the Laity, the Secretary and Manager will be pleased to receive views and suggestions which he will be happy to carry into effect, if practicable and if time permits.

CHICAGO, Ill., May 1, 1892.

J. L. Spalding
Peoria

Bishop of Peoria, President.

Brother Marcelian
of Memphis.

Secretary and Manager.

